



## **ORGL 4352 – Capstone I (Pride Pathway Students Only)**

**Teacher Preparation Emphasis Section**

**COURSE SYLLABUS: Term:**

**Year:**

### **INSTRUCTOR INFORMATION**

**Instructor:**

**Office Location:** Online, Remote

**Office Hours:** Email, Telephone, or Virtual by Appointment

**Office Phone:**

**University Email Address:**

**Preferred Form of Communication:** Email

**Communication Response Time:** 24 Hours or Less

**Instructor Notes:**

### **COURSE INFORMATION**

#### **Materials**

This course has been designed using Open Educational Resources (OER) and/or materials that are available through the [Waters Library](#). All materials are embedded within the course or are accessible via the internet or accessible through the Waters Library resource portal. After taking the pretest, students are encouraged to bookmark, download, or save materials provided via the internet for use with assignments and projects in this class.

## **ORGANIZATIONAL LEADERSHIP PROGRAM DESCRIPTION**

The Bachelor of Applied Arts and Sciences (BAAS) in Organizational Leadership (ORGL) degree is a competency-based program that prepares innovative leaders for employment in an increasingly technological and global society. This program provides opportunities for students to receive credit for what they know and can do already, allows them to accelerate completion of their degree, and — because it is fully online — students are able to plan their study schedule around the rest of their day to complete the coursework.

## **TEACHER PREPARATION EMPHASIS**

The Teacher Preparation Emphasis exists within the existing Organizational Leadership degree, and it is designed specifically for paraprofessionals and other adult learners who are seeking a seamless path to alternative teacher certification after completing a bachelor's degree. This specially created curriculum blends knowledge and skills-development as a leader, but also prepares students for a career trajectory as a K-12 teacher. Students will complete a total of ten courses for the ORGL degree, and three of these courses (ORGL 3331, ORGL 4352, ORGL 4361) provide an applied focus on educational issues and leadership as well as career readiness to pursue teaching as a future occupation.

## **COURSE DESCRIPTION**

This course requires an analysis, synthesis, and evaluation of the student's knowledge and skills including academic performance, teamwork experience, and workplace experience. Using current information, technology and resources the student will construct a professional profile. Students use problem-solving skills to analyze, evaluate and recommend an implementation plan addressing an organizational leadership issue or problem. A main factor in evaluating student performance is the input from multiple stakeholders including employers and faculty.

Prerequisites: Departmental approval required.

### **ORGL 4352: Capstone I \*Teacher Preparation Section\***

This course requires an analysis, synthesis, and evaluation of the student's knowledge and skills including academic performance, teamwork experience, and workplace experience. Students will construct a professional profile and prepare to apply for the alternative teacher certification program. Students will synthesize knowledge of leadership theory from other courses and apply to their own capacity for leadership, as well as applying it to their future role as a classroom teacher in an ISD. The evaluation of student performance in the class will be input from multiple stakeholders including employers and faculty.

Prerequisites: [ORGL 4352](#) or [ORGL 4352](#) concurrent enrollment.

## **STUDENT LEARNING OUTCOMES**

Completion of this course provides the student with the knowledge to:

- (1) Apply appropriate leadership theories in a variety of settings.
- (2) Identify, recognize, understand, and explain ideas or concepts related to leadership;
- (3) Apply or implement concepts or knowledge in real-life or practical leadership situations;
- (4) Analyze or connect concepts and practices to existing knowledge about leadership;
- (5) Evaluate or form informed opinions or judgments on leadership; and the most important,

(6) Introduce, create, or produce new ideas, knowledge, or understanding about leadership in a variety of organizational settings.

## **REGULAR AND SUBSTANTIVE COURSE INTERACTION**

As a general guide, students enrolled in a three-semester hour course should spend one hour engaged in instructional activities and two to three hours on out-of-class work per week in a traditional semester. Students are expected to double this effort of engagement given that this course is being delivered in a seven-week term. Educational activities in this course are designed to ensure regular and substantive interaction between students and faculty to ensure that students can demonstrate competency.

## **COURSE REQUIREMENTS**

**Minimal Technical Skills Needed:** Students will need reliable computer and internet access for this course. Students must be able to effectively use myLeo email, myLeo Online D2L, and Microsoft Office.

**Instructional Methods:** This course is an online course. To be successful in this course, all content and course modules should be read and reviewed. All assignments and quizzes (both graded and not graded) must be completed. Please contact the instructor by email for any assistance.

Email your instructor as soon as you complete your pre-test so the instructor can access and grade your work.

**Student Responsibilities or Tips for Success in the Course:** To be successful in this course, all content and course modules should be read and reviewed. All assignments and quizzes (both graded and not graded) should be completed. Be sure to review any feedback given to you by your instructor for each assignment. Please contact the instructor by email for any assistance.

## **ASSESSMENT**

Students must achieve 80% or higher on each post-test or module project AND culminating project to demonstrate mastery of each competency and pass the course.

### **Learning Objective Reflections or Projects or Essays**

A brief assessment at the end of each module is intended to emphasize key concepts, theories, processes, etc., introduced in the Learning Objective Module. Depending on the course, that can be done through reflections, projects, or essays. Essays are submitted to the instructor and do not require comments or "discussion" with other students in the course.

An assessment at the end of each module is intended to emphasize key concepts, theories, processes, etc., introduced in the Learning Objective Module. The end-of-module comprehensive project assesses student knowledge and understanding of major concepts, theories, processes, etc., in the course/module. **A score of 80% or higher** is required to demonstrate competency.

**DUE DATE if you want feedback for revisions: End of week 6. HARD DUE DATE: Last day of week 7, Friday by 11:59 PM CST.**

If you score less than 80% on the module project, you will have an opportunity to review the material and resubmit the project two additional times. Students who fail the module project should review feedback from the instructor before reattempting a submission. If the project score is less than 80% within three attempts, students will receive a grade of “F” in the course and will be required to retake the course in the new term.

### **Culminating Project**

The project assesses your knowledge of terms and the application of concepts presented in this course. A **score of 80% or higher is required** to demonstrate competency. **DUE DATE if you want feedback for revisions: End of week 6. HARD DUE DATE: Last day of week 7, Friday by 11:59 PM CST.**

If students score less than 80% on the culminating project, they will have an opportunity to review the material and resubmit the project up to two additional times. If the culminating project is less than 80% within three attempts, students will receive a grade of F in the course and will be required to retake the course in the new term.

### **Acceleration Process**

Students enrolled in competency-based education courses in the College of Innovation and Design are permitted to accelerate from one CBE course to another during a seven-week academic term under certain conditions. The request to accelerate from one course to another must be initiated by the student upon successful completion of currently enrolled CBE courses. Students are responsible for maintaining communication with faculty and their assigned advisor(s) throughout the acceleration process. Students who fail a course or who drop/withdraw from a CBE course are not eligible for acceleration. Student may only request permission to accelerate in one course at a time. Request to accelerate is initiated and completed by 5:00 pm CST on the fifth Friday of a seven-week academic term.

#### **Process**

1. Student successfully completes all required coursework in their CBE courses(s) with a grade of “A” or “B.”
2. Student receives emailed verification from the assigned instructor that the course has been satisfactorily completed (Grade of A or B only).
3. Student contacts assigned advisor to provide proof of completion and discuss eligibility for acceleration into another course.

## **TECHNOLOGY REQUIREMENTS**

### **LMS**

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are the technical requirements

Learning Management System (LMS) Requirements:

View the [Learning Management System Requirements Webpage](#).

LMS Browser Support:

Learn more on the [LMS Browser Support Webpage](#).

YouSeeU Virtual Classroom Requirements:

Visit the [Virtual Classroom Requirements Webpage](#).

## ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

**Note:** Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

### Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found on the [Brightspace Support Webpage](#).

## COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your instructor.

### Interaction with Instructor Statement

This is an online course; therefore, expect most communication to be online as well. If you have any questions or are having difficulties with the course material, please contact your instructor. Correspondence will always be through university email (your “myLeo” mail) and announcements in myLeo online (D2L). The instructor will make every effort to respond to emails within 24 provided the correspondence follows the requirements listed below. Students are encouraged to check university email daily.

**All emails from students should include:**

- **Course name and subject in the subject line (ex. EDCB 517 – Posttest)**
- **Salutation**
- **Proper email etiquette (no “text” emails – use proper grammar and punctuation)**
- **Student name and CWID after the body of the email**

## **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

### **Syllabus Change Policy**

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

### **Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail online in the [Student Guidebook](#).

Students should also consult the [Rules of Netiquette Webpage](#) for more information regarding how to interact with students in an online forum.

### **TAMUC Attendance**

For more information about the attendance policy, please view the [Attendance Webpage](#) and the [Class Attendance Policy](#)

### **Academic Integrity**

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)  
[Undergraduate Student Academic Dishonesty Form](#)  
[Graduate Student Academic Dishonesty Form](#)

### **CID Policy on Academic Integrity**

Academic dishonesty includes cheating, complicity in cheating, multiple submissions (or substantial portions) of the same work for credit without authorization, submitting another's work, plagiarism, submitting algorithmically (AI) plagiarized work, and other acts that may reasonably be called academic dishonesty.

- Students who commit academic dishonesty will receive a grade of 0 for the assignment in the course and be issued a Written Warning that is reported to the CID Assistant Dean's office and listed in a database.
- If the student does NOT have a previous Written Warning for academic dishonesty reported in CID courses and has additional attempts available for the assignment, the student may resubmit the assignment (this applies to CBE courses only).
- If the student has a Written Warning of academic dishonesty reported in CID courses, the student may NOT resubmit the assignment, and the instructor will follow the procedure detailed in [Policy 13.99.99.R0.03](#) for Undergraduate Academic Dishonesty and report the incident to the Provost Office.

### **Use of Artificial Intelligence**

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

### **Students with Disabilities-- ADA Statement**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

#### **Office of Student Disability Resources and Services**

Texas A&M University-Commerce

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@tamuc.edu)

Website: [Office of Student Disability Resources and Services](#)

### **Nondiscrimination Notice**

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information, or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

### **Campus Concealed Carry Statement**

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

### **A&M-Commerce Supports Students' Mental Health – Counseling Services**

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit [www.tamuc.edu/counsel](http://www.tamuc.edu/counsel)

### **COURSE OUTLINE / CALENDAR**

		<b>Product</b>	<b>Percent of Grade</b>
<b>1.</b>	<b>Module 1: Reflection Essay and Introduction Video</b>	<b>1 Page Reflection Essay and Intro Video of 10-15 minutes</b>	<b>10%</b>
<b>2.</b>	<b>Module 2: Traits, Characteristics, Actions and Behaviors of Effective Leadership</b>	<b>Written Report (3-4 pages + Cover Page + Reference Page)</b>	<b>10%</b>
<b>3.</b>	<b>Module 3: Situational Leadership</b>	<b>Written Report (3-4 pages + Cover Page)</b>	<b>10%</b>
<b>4.</b>	<b>Module 4: Leadership in Action: Real Life Application of Leadership Concepts and Theories</b>	<b>Interview and Written Report (10-12 pages + Cover Page + Reference Page + Appendix)</b>	<b>70%</b>

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### **GRADING**

**A score of 80% or higher on the Culminating Project and Module Projects is required to demonstrate competency and receive credit for the course.** The following items will be used to calculate the final grade in the course.

The following grading scheme will be used for each of the above assignments:

A=90 to 100 points  
B=80 to 89 points  
F=79 points or lower